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ABSTRACT

This project provides educational services to school-age mothers not attending a regular school to allow them to continue their education without interruption and to reduce their tendency to drop out. In close communication with school counselors and social workers, the program facilitates academic progress toward graduation and return to the regular school program by promoting the following goals: (1) to encourage the pregnant student to continue her education during pregnancy, to return to school, and to complete requirements for a high school diploma; (2) to educate the student and her family regarding the physical and emotional phenomena of pregnancy, health care of self and infant, and available health services; (3) to educate student and family regarding social agency services; and (4) to secure community support for a continued and expanded program. The report concludes with recommendations concerning programs for school-age mothers. (Author/LAA)

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milwaukee public schools

CONTINUING EDUCATION AND SUPPORTIVE COMPREHENSIVE SERVICES TO SCHOOL AGE MOTHERS

1970-1972

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FINAL EVALUATION REPORT

CG 003 509

DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT

DEPARTMENT OF EDUCATIONAL RESEARCH AND PROGAM ASSESSMENT

CONTINUING EDUCATION AND SUPPORTIVE COMPREHENSIVE SERVICES TO SCHOOL AGE MOTHERS

Final Evaluation Report

1970-1972

An Abstract

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

ABSTRACT

Evaluation of the "Continuing Education and Supportive Services to School Age Mother's Project"

The project evaluated in this report provides continuing education and supportive services to school-age mothers at the Lady Pitts Family Living Service Center. The Lady Pitts Family Living Service is operated by the Milwaukee Public Schools in cooperation with the Milwaukee County Department of Public Welfare, the Milwaukee Health Department, and the Urban League. The project was supported primarily by a grant awarded under the provisions of Title III of the Elementary and Secondary Education Act through December 31, 1972 and is now supported by the Milwaukee Public Schools. The Center is housed in a building located at 3436 North Port Washington Avenue which is leased by the Milwaukee Public Schools from the Shiloh Tabernacle congregation. The overall purpose of the project is to provide educational services to school-age mothers during the time they are not in attendance at a regular school in order that they may continue their education without interruption and thus reduce their tendency to drop out of school completely.

Tenth, eleventh and twelfth grade girls who are expectant mothers for the first time are eligible for participation in the program provided at Lady Pitts. Girls who become pregnant are informed of the program at the Lady Pitts Center by the principal and/or counselor at their regular school and are encouraged to continue their education during pregnancy--by attending the Lady Pitts Center, by obtaining homebound services, by continuing in their regular school or by some other means. After a girl

has been admitted to the program, personnel from the Lady Pitts staff work closely with the girl's regular school counselor and social worker to determine a satisfactory course of study which will continue her academic progress toward graduation and facilitate her return to the regular school program upon completion of the program at Lady Pitts.

A total of 397 girls were admitted to the program during the period covered by this evaluation; 65 in the spring of 1970, 17 in the summer of 1970, 61 in the fall of 1970, 54 in the spring of 1971, 20 in the summer of 1971, 60 in the fall of 1971, 51 in the spring of 1972, 9 in the summer of 1972, and 60 in the fall of 1972. Neither girls who were dropped from the program nor girls who voluntarily left the program before they had completed at least one semester or summer session were included in the evaluation. After these exclusions, a total of 361 girls remained--65 who entered in the spring of 1970, 14 who entered in the summer of 1970, 55 who entered in the fall of 1970, 48 who entered in the spring of 1971, 18 who entered in the summer of 1971, 52 who entered in the fall of 1971, 43 who entered in the spring of 1972, 9 who entered in the summer of 1972, and 57 who entered in the fall of 1972. About 36 percent of the girls were tenth graders, 35 percent were eleventh graders, and 29 percent were twelfth graders. Over 90 percent of the girls who have participated in the program are black.

The four goals which had been established for the program provided the primary criteria for this evaluation. The portion of Goal I related to high school graduation of the girls who participate in the program has been attained for twelfth graders but not for tenth and eleventh

graders. The portion of Goal I which relates to continued academic progress has been attained. The program has achieved an impressive record in the area of academic achievement, especially when compared to the results obtained in similar projects in other cities. Goal II, which dealt with the health of the student and her child, was achieved for all objectives. Goal III, which dealt with knowledge and use of social services was attained for each of the four objectives. Goal IV, which involved disseminating information about the project, is considered by the evaluators to have been accomplished.

On balance, the program appears to be achieving all of its stated objectives except those related to graduation from high school by tenth and eleventh graders, and successful completion of vocational training.

A number of recommendations were made based upon analysis and evaluation of the program provided at the Lady Pitts Center, as well as a review of programs for school-age mothers which are provided by school systems in other states. Among the most important recommendations were the following:

1. The program for school-age mothers should be organized and administered in a manner that assures close coordination of the educational and supportive services provided under each of the three program options.
2. Uniform and clearly understood procedures for identifying, reporting and processing pregnant students should be established to insure that they and their parents are fully apprised of the three program options.

3. The extent to which each of the three program options is elected by the pregnant student and/or her parents should be monitored closely.
4. The systematic data collection procedures which have been initiated for the Lady Pitts Center should be maintained and expanded to include all program options.
5. The importance of providing supportive health and social services for girls who choose each of the three program options must continue to be recognized and emphasized.
6. One or more special centers should be established and properly equipped to provide educational and supportive services to girls who chose this option.
7. The educational program in a special center should be somewhat broader in scope than the program which is now provided at the Lady Pitts Center.
8. An infant day care center should be established in conjunction with the program offered at any special center.
9. The program in a special center should be directed by a person who is dedicated to the success of the program and who has demonstrated a strong capacity for leadership.

CONTINUING EDUCATION AND SUPPORTIVE COMPREHENSIVE SERVICES TO SCHOOL AGE MOTHERS

Final Evaluation Report

1970-1972

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

FOREWORD

The requirement that educational programs supported by federal funds provided under the Elementary and Secondary Act of 1965 be evaluated to determine whether or not the program's stated objectives are being achieved has had far-reaching implications for American education. The requirement created difficult manpower problems for school districts, for the trained personnel needed to conduct program evaluations are still in very short supply.

In October, 1970, Dr. Richard A. Rossmiller of the University of Wisconsin was requested by the Assistant Superintendent for Planning and Long-Range Development, Milwaukee Public Schools, to consider the possibility of serving as Project Evaluator for the "Continuing Education and Supportive Services to School Age Mothers" Project of the Milwaukee Public Schools which at that time was supported primarily by Title III of the Elementary and Secondary Education Act. There were two important reasons for seeking an "outside" evaluator for this project:

1. It was believed that an evaluation conducted by an impartial evaluator who was not an employee of the Milwaukee Public Schools would be an advantage, especially in view of the somewhat controversial nature of the program, and

2. The staff of the Department of Educational Research and Program Assessment did not have personnel resources necessary to give sufficient time to the evaluation of the project.

Professor Rossmiller reviewed the project proposal and discussed the evaluation requirements with several colleagues in the Department of Educational Administration at the University of Wisconsin. They recognized that the opportunity to become better acquainted with the problems of urban education would enable them to keep their teaching up-to-date with regard to the issues with which school board members and administrators in large city school systems must deal. They also recognized, however, that the time which would be required to evaluate the program adequately would be much greater than any one person would be able to devote to the task. Consequently, Professor Rossmiller submitted a proposal for evaluation of the project involving three of his colleagues, each of whom agreed to assume major responsibility for certain components of the total evaluation effort. After negotiation and some modification, the proposal submitted by Professor Rossmiller was accepted.

The members of the evaluation team were:

Project Evaluator: Dr. Richard A. Rossmiller
Professor of Educational Administration
University of Wisconsin--Madison

Research Associates: Dr. Marvin J. Fruth
Associate Professor of Educational Administration
University of Wisconsin--Madison

Dr. Donald N. McIsaac
Professor of Educational Administration
University of Wisconsin--Madison

Dr. Dennis W. Spuck
Assistant Professor of Educational Administration
University of Wisconsin--Madison

The members of the research team were chosen on the basis of their complementary areas of specialization which were relevant to the project and to the evaluation tasks. Dr. Rossmiller is an authority on resource allocation in education, the management of research and development, and school law; Dr. Fruth's special interests are in the areas of administration of student personnel and urban education. Dr. McIsaac and Dr. Spuck are specialists in research design, statistical analysis, and computer applications in education.

All data gathering activities in connection with the project evaluations were coordinated by Mrs. Loretta Doepke, Department of Educational Research and Program Assessment, working with Mr. William Morehouse, Project Director. Mrs. Lucinda Gordon, Coordinator of the Lady Pitts Family Living Service, and the members of her staff provided invaluable assistance in gathering the data needed for evaluation of the program.

PREFACE

Submitted herewith is a report of our final evaluation of the "Continuing Education and Supportive Services to School Age Mothers" Project of the Milwaukee Public Schools. This project was supported primarily by a grant made under the provisions of Title III of the Elementary and Secondary Education Act during the period covered by this evaluation.

This report is a revision and update of the Interim Evaluation Reports submitted in 1971 and 1972. Data included in this evaluation are for all girls entering the program from Spring 1970 to Fall 1972. Additional and corrected information was used to update the previous reports. The format to be followed will parallel that of the earlier reports.

We wish to acknowledge the indispensable efforts of Mrs. Loretta Doepke, Department of Educational Research and Program Assessment, Milwaukee Public Schools, who coordinated the data gathering activities in connection with this evaluation.

We wish also to acknowledge the invaluable assistance provided by Mrs. Lucinda Gordon, Coordinator of the Lady Pitts Family Living Service, and by the members of her staff. Without their gracious assistance and cooperation it would not have been possible to conduct these evaluations.

We wish to emphasize that we are solely responsible for the conclusions and recommendations contained in this report. They are based on the results of our evaluation of the program provided at the Lady Pitts Family Living Service, and upon our review of similar programs in other school systems in the United States. This report should provide an accurate history and documentation of the program and should serve as a useful planning tool for the program staff. We have developed our recommendations with this goal in mind. Program improvement is the ultimate objective of any evaluative effort. We hope that this report will be of help to the Central Office and program staff as they continue to refine and improve the educational services available for school-age mothers in Milwaukee.

Richard A. Rossmiller, Project Evaluator

Marvin J. Fruth, Research Associate

Donald N. McIsaac, Research Associate

Dennis W. Spuck, Research Associate

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PART I: INTRODUCTION

This report deals with the evaluation of an innovative program for providing continuing education and supportive services to school age mothers operated by the Milwaukee Public School System at Lady Pitts Family Living Service Center for School Age Mothers. The program has now completed its third year and final year of operation under funding provided by Title III of the Elementary and Secondary Education Act. However, the program is continuing with funding by the Milwaukee Board of School Directors.

The overall purpose of the project was to provide educational services to school age mothers during the time they are not in attendance at a regular school in order that they may continue their education without interruption and thus reduce their tendency to drop out of school completely. The program evaluated in this report provided educational services for only a portion of the school age mothers in Milwaukee. In addition to the educational services available at the Lady Pitts Center, school age mothers may remain in the school in which they are enrolled or may continue their education during pregnancy by receiving home instruction provided by the Department of Exceptional Education of the Milwaukee Public Schools. Still another option is that of attending educational programs provided in conjunction with residential centers for unwed mothers in the Milwaukee area.

Pregnancy involving unmarried school-age girls is a much more common occurrence than is generally realized. The Wisconsin Department of Health and Social Services, for example, has reported that of the 6,272 children born to unmarried mothers in Wisconsin in 1969, 2,849 were born to girls under 20 years of age.[1] Of the 6,272 children, 71 percent were born to whites, 27 percent were born to Negroes, nearly 2 percent were born to Indians, and the remaining fraction of a percent were born to mothers of other races.[2] In 1971, 6,256 out-of-wedlock children were born in Wisconsin. Of this total, 67 percent were born to whites, 30 percent were born to Negroes, 2 percent were born to Indians, and the remainder were born to members of other races.[3] Thus it is clear that unmarried motherwood is not confined to a particular racial group.

Many children are born in Milwaukee County each year to unmarried mothers who are residents of other counties. In 1969, for example, of the total of 3,263 children born in Milwaukee County to unmarried mothers, 2,806 (86 percent) were born to residents of Milwaukee County, 394 (12 percent) were born to residents of other Wisconsin counties, and 63 (2 percent) were born to residents of other states.[4] Of the children

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[1]Wisconsin Department of Health and Social Services, UNMARRIED MOTHERS IN WISCONSIN 1969. (Madison, Wisconsin: The Department, 1970), Table 13.

[2]Ibid., Table 17.

[3]Wisconsin Department of Health and Social Services, PUBLIC HEALTH STATISTICS WISCONSIN--1971. (Madison, Wisconsin: The Department, 1972), Table 14.

[4]UNMARRIED MOTHERS..., op. cit., Table 36.

born in 1969 to unmarried mothers who were residents of Milwaukee County, 52 were born to girls under the age of 15 and 1,202 were born to girls from 15 through 19 years of age.[5]

It was reported that 420 girls were excused from the Milwaukee Public Schools during the 1969-70 school year because of known pregnancy. (Girls were excused from attendance at regular schools upon verification of pregnancy by a physician.) However, the Milwaukee Health Department has estimated that if all pregnancies were known, the total number of school age mothers would approximate 600 per year. Over 80 percent of the 420 girls excused from regular school because of known pregnancy during the 1969-70 school year were located within an area five miles in diameter which included the following junior and senior high schools: Fulton, King, Lincoln, North, Parkman, Peckham, Riverside, Roosevelt, Steuben, Washington, Wells and West.

This evaluation dealt with pupils who entered the School-Age Mothers Project of the Lady Pitts Family Living Center during the period February 1, 1970-December 31, 1972. The information contained in this report is based on project and school district records and is believed to be accurate and complete. Where information on a particular item was not available, this fact will be duly noted. One must recognize, of course, that the girls who have participated in this program came from a variety of schools, both public and private. In some cases a girl had been in the Milwaukee Public School System for only

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[5] Ibid., Table 29.

a semester or two before entering the program. Thus, complete data concerning past academic grade point averages and the like often were difficult to obtain and when obtained, often were not complete. Also, it sometimes was difficult to reconcile records from other schools with those of the Milwaukee Public Schools--for example, when a school reported grades numerically rather than alphabetically. Thus, it was not always possible to obtain all of the desired data for each student.

In Part II of this report we will discuss briefly the background and development of the Lady Pitts Family Living Service and provide information with regard to similar programs which are being offered in other school systems in the United States. Part III of the report will deal with the nature of the program offered at the Lady Pitts Center--including information concerning the organization of the program, the physical facilities, and the students who attend the Lady Pitts Center. In Part IV the results of the evaluation of each of the stated objectives of the project will be presented. Recommendations will be presented in Part V.

PART II: DEVELOPMENT OF THE LADY PITTS CENTER AND SIMILAR PROGRAMS IN OTHER SCHOOL SYSTEMS

The Lady Pitts Family Living Service has been operated as a joint venture of the Milwaukee Board of School Directors, Milwaukee Urban League, Milwaukee County Department of Public Welfare, Milwaukee Health Department and various other state and local social agencies.

The history of the Lady Pitts Family Living Service may be divided into five phases. Phase I included the period between January 25, 1966, when the "Our Concern" Committee was initiated, and April 23, 1968, when the Lady Pitts Center opened its doors. Phase II encompassed the period between April 23, 1968, and July 1, 1969. During this phase financial support was received from the State Department of Local Affairs. Phase III included the time between July 1, 1969, and January 31, 1970. The activities during this phase were supported by the State Department of Health and Social Services. Phase IV included the period when support was provided under Title III of the Elementary and Secondary Education Act--February 1, 1970-December 31, 1972. Phase V is currently in effect, with program support provided by the Milwaukee Board of School Directors since January 1, 1973.

Phase I

On January 25, 1966, a group of 40 concerned Negro women met to consider action to combat the problem of unmarried motherhood in

Milwaukee. With the support of the Milwaukee Urban League, the group organized the "Our Concern" Committee for the purpose of solving social problems and improving living conditions in Milwaukee's "inner city--north."

The Committee obtained financial support from the State Department of Public Welfare--Division of Children and Youth and the Milwaukee Urban League. Through workshops and group and individual conferences with social agencies, the Committee documented the problems of unmarried parents and gained support for the idea of providing comprehensive educational, health and social services for them.

In June of 1967, Mrs. Lucinda Gordon, co-chairman of the "Our Concern" Committee, prepared a "Design for Comprehensive Services to Unmarried Parents." The "Design" was implemented in April of 1968 when the Milwaukee Urban League received a grant of $46,000 from the Board on Government Operations through the State Department of Local Affairs. On April 23, 1968 the Lady Pitts Family Living Service opened. The Service was named after the late sister of the Rev. Mrs. Dolly Barry. Mrs. Barry was instrumental in the original formation of the "Our Concern" Committee and served as Chairman of the Advisory Committee for the Service.

The objectives of the Lady Pitts Family Living Service were as follows:

1. To provide continued education during pregnancy for the school-age unmarried mother.

2. To provide social and health services to pregnant school girls in order to reduce premature birth and infant mortality.

3. To develop and implement a program of community education related to the problems and needs of unmarried parents, the available services, and the limitations of services which will result in:

(a) an expanded community program of family life education and human growth and development,

(b) assistance to the public school administration to increase the subject content of family-life education and human growth and development curriculum, and

(c) an increased number of foster and adoptive homes for non-white children.

4. To assist putative fathers in developing an educational and vocational plan for themselves and a plan of action in relation to pregnancy.

5. To improve the self-concept of both the school-age married mothers and putative fathers.

6. To assist the parents and family members of the unmarried parents to participate in a plan of action in relation to the pregnancy.

7. To demonstrate the model of service to unmarried parents and to encourage established agencies to continue the use of the model.

Phase II

During the first year of the Urban League-supported program the emphasis was upon the community education aspect. The staff of the Lady Pitts Center (1) initiated communications with religious, civic and voluntary community organizations to offer family life education programs; (2) worked with private and public child-serving agencies to determine ways to seek more adoptive and foster homes for non-white children; and (3) explored with one school the problem of teaching human growth and development. Twelve community organizations participated in the family-life discussion program, and seven others provided leadership for the discussion groups.

Concurrent with the initiation of the Community Education Program through the Lady Pitts Center, several pregnant school-age girls requested an opportunity to continue their formal education. Since the grant terms did not include such a service, the project director, supported by the Advisory Committee, secured the services of two teachers from the Milwaukee Public Schools on October 24, 1968. A social worker from the Milwaukee County Department of Public Welfare was obtained on November 4, 1968, and a part-time nurse from the Milwaukee Health Department was employed on December 18, 1968. The health component was increased to a full-time nurse in February of 1969.

In addition, the staff was augmented by part-time assistance from two former Milwaukee Public School teachers, a volunteer home economics teacher, a home economist from the University of Wisconsin County Extension Service, a volunteer registered nurse and three

physicians. A school lunch program was initiated in February of 1969 and a recreation program was organized by YWCA personnel during May and June of 1969.

The development and growth of the school program allowed 43 school-aged mothers to participate in the program by July, 1969. These girls were enrolled in an accredited public school program, received individual and group social work counseling, and participated in maternal and infant care classes. An additional 25 girls were not accepted for a variety of reasons. All of these girls and their families had at least one interview with the social worker and most were referred to other, more appropriate, agencies.

Of the 43 students who participated in the program, 35 were senior high students and eight were from junior high schools. Five of the eight junior high students completed their schooling program, and 29 of the 35 senior high students completed their schooling program.

Social services were provided to all 43 girls enrolled. Those who were unable to remain in the schooling program continued to be served by the social worker and the nurse. In addition to providing maternal and infant care classes, home visits and consultations, the nurse also provided the total public health services to the families of the girls enrolled.

Phase III

Effective July 1, 1969, the State Department of Health and Social Services granted funds to continue the program through December, 1969. On June 30, 1969, the Milwaukee Board of School Directors approved

a proposal to be submitted to the State Department of Public Instruction for a grant under Title III of the Elementary and Secondary Education Act for the purpose of supporting the administration of the schooling program and the coordination of supportive services. The proposal was accepted and funding began on February 1, 1970. By January 1, 1970, United Community Services provided funds to the Milwaukee Urban League for continuation of the Community Education Component of the program.

During this third stage of development of the Center, (July 1, 1969 to January 31, 1970) funded by the Wisconsin Department of Health and Social Services, the program as implemented during the first year was continued. It included the offering of accredited public school education to school-age mothers, the provision of social and health services to the girls and their families, and the involvement of members of the lay and professional communities on behalf of school-age parents.

The community education component expanded the Family Life Education Content and developed a guide for family living programs. The guide was designed so that community organizations could develop and implement family living programs with little or no assistance from the staff of the Lady Pitts Center. The other focus of the community education component related to improving the quantity and quality of foster and adoptive homes for non-white children. An adoption brochure was produced and several positive steps were taken to bring this problem to the attention of community groups and individuals.

Eighty-nine school-aged mothers applied to the Center for direct services between September, 1969, and January, 1970. Of these applicants,

51 were accepted and 39 completed the semester, including three who completed their high school education and received diplomas. The 38 applicants who were not accepted all were referred to the Milwaukee Health Department and assigned a district nurse. Many others also were referred to other social agencies.

Due to a maternity leave, social work services were interrupted except for the services the Project Director could find time to provide. Nonetheless, the social worker had 183 contacts and interviews with or on behalf of the girls and their families. In addition to conducting classes, the nurses held 139 office consultations and made 175 home visits. The community workers and aids maintained follow-up contact with 34 of the girls who completed the program in 1968-69. Of these, three did not return to school; however, one was married.

Phase IV

In February, 1970, the Milwaukee Public Schools assumed operational responsibility for the Lady Pitts Family Living Center using funds obtained under Title III of the Elementary and Secondary Education Act and in cooperation with the Milwaukee County Department of Public Welfare, the Milwaukee Health Department and the Urban League. The Project was entitled, "Continuing Education and Supportive Comprehensive Services to School-Age Mothers." The purpose of the project was to encourage and assist pregnant high school students to continue their academic work toward high school graduation and to make information regarding health and social services available to them, their infants, and their families.

The project originally had five major goals as follows:

Goal I--To encourage the pregnant school student to continue her education during pregnancy and improve the likelihood that she will return to school and complete the requirements for a high school diploma by providing a regularly-scheduled academic program.

Goal II--To educate the pregnant school student and her family regarding the physical and emotional phenomena of pregnancy, health care of self and infant, and the existence and use of health services available to them.

Goal III--To educate the pregnant school students and their families regarding the existence and use of social agency services available to them.

Goal IV--To secure city-wide (i.e., Milwaukee Health Department, Milwaukee Department of Public Welfare, and Community Agencies, e.g., Urban League) support for a continued and expanded program to meet the needs of all school-age mothers who require these services.

Goal V--To secure community support for the Milwaukee Public Schools to expand its curriculum in Health and Family Living so that it is offered in more schools and at more grades.

Other Programs for School-Age Mothers

During the course of this project, visits were made by a member of the evaluation team to three programs which provide educational and other services to school-age mothers--the Special Education Continuing Education Center in Minneapolis and Rosalie Manor and Booth Memorial

Hospital, which are both located in the Milwaukee area. The Minneapolis program is similar in many respects to the program provided at the Lady Pitts Center; Rosalie Manor and Booth Memorial Hospital are primarily residential centers for unmarried mothers. A study of educational programs for pregnant teenagers published in 1968 identified most of the available program alternatives and will be reviewed in this section. Other educational programs for school-age mothers which appear to have unique aspects or present unusual alternatives also will be noted.

The Minneapolis Special Education Continuing Education Center

The Special Education Continuing Education Center (SECEC) is a program offered by the Minneapolis Public Schools to enable pregnant girls to continue their education during pregnancy, to facilitate their return to school following pregnancy, and to reduce their dropout rate due to pregnancy. The program, which was housed in a centrally-located old elementary school, included health, social services, and educational components. A maternity and family planning clinic established by the Maternity and Infant Care Project of the Minneapolis Health Department operated one-half day per week at the Center and was open to students of SECEC as well as to neighborhood women. A day-care center also was located at the school.

Students who experienced no medical complications remained in the Center until delivery, and then were given two weeks of homebound instruction before returning to their regular school. They generally

attended school from 9:00 a.m. to 2:15 p.m., although an additional forty-five minutes could be added to the school day to accommodate additional activities. A hot lunch was provided at a minimal charge, and public transportation was available to the girls free of charge.

During the 1969-70 school year, a total of 239 students attended SECEC, and 211 girls were seen by the public health nurse. Of the 211 seen by the nurse, 139 were Minneapolis residents, 28 were residents of St. Paul or suburbs in the Twin Cities, 40 were from other Minnesota communities, and four were from out of state. Two of the students were seventh graders, four were eighth graders, 14 were in ninth grade, 37 were tenth graders, 64 were eleventh graders, and 90 were in twelfth grade. The average age of the students was 16.4 years. One hundred sixty-five of the girls were white, 35 were Negro, nine were Indian, and two were of other races.

The staff of the SECEC included a teacher supervisor who was responsible for administration of the program, a public health nurse, a social worker, a counselor, and a number of part-time teachers and teacher aides. The members of the teaching staff were qualified to teach a wide variety of academic subjects, making it possible for a student to continue with virtually the same academic program she had at her home school. If a student should request a course not available from a teacher at the Center, a tutor was employed. In addition, volunteers assisted the students in arts and crafts and in music. Sewing machines had recently been added to the home economics program, and physical education and summer school programs were planned.

An important recommendation of the program evaluators was that, since a majority of the girls kept their babies and consequently dropped out of school, provision should be made for infant care facilities to enable these young mothers to continue their education as well as to receive assistance with problems related to mothering and infant care.

Rosalie Manor and Booth Memorial Hospital

In the Milwaukee area, an alternative to attending the program offered at the Lady Pitts Center, remaining in the regular school or receiving instruction from a Home Visitation teacher is attendance at either Rosalie Manor or Booth Memorial Hospital. Participation in either of these two programs is rather expensive. Rosalie Manor is also a considerable distance from the inner city, which represents a formidable obstacle to girls who do not wish (or cannot afford) to live-in. Consequently, the programs provided by these two residential centers do not represent realistic alternatives for large numbers of girls from the inner city.

Rosalie Manor is a residential center for unmarried mothers owned by the Misericordia Sisters and is located on the grounds of Elmbrook Memorial Hospital in Brookfield. It is a new, two-story structure tastefully decorated and situated in an attractive wooded setting. At the time of our visit there were 47 girls in attendance, 34 of whom were in residence. One-fourth of the girls were black and the remainder white. Girls as young as sixth graders have participated in the program.

Social work services at Rosalie Manor are provided by the director. Child care services are voluntary because approximately 75 percent of the girls give up their babies. The educational program is provided by teachers from Brookfield High School. A fee of twenty dollars is assessed for the educational program. Residents pay a fee of eight to ten dollars per day. Medical services are provided by the staff of the hospital and maternity services are immediately available in the hospital.

Booth Memorial Hospital is a residential center for unmarried mothers operated by the Salvation Army. It is located in a pleasant residential area in Wauwatosa. The facility includes delivery rooms and a nursery, and two physicians are available. The cost of staying at the hospital os $7.50 per day, plus fees for medical services.

At the time of our visit, 32 girls were in attendance, all of them in residence. Six of the girls were black and the remainder white. They ranged in age from seventh grade to the mid-20's.

The educational program at Booth Memorial Hospital is provided by the Wauwatosa Public Schools. A minimal charge of five to ten dollars is made for the educational program. In addition to typical classrooms, there are arts and crafts rooms where volunteers work with girls in many creative undertakings.

The Children's Bureau Report

In 1968, the Children's Bureau, Department of Health, Education, and Welfare, published a report describing the Webster School program for pregnant girls in the District of Columbia, and also providing

concise descriptions of 35 other educational programs for school-age mothers.[1] Growing recognition of the need for special programs for such girls is reflected in a 1971 article in LIFE magazine in which it was reported that at least 175 such programs exist.[2] Most of the 35 programs documented in the Children's Bureau publication had more than one funding source, and most of them involved several participating organizations. One-third of the programs were provided in more than one location.

The following excerpts from the Children's Bureau report provide an overview of the nature of programs for school-age mothers:

> . . . Over two-thirds of the programs offered health care, prenatal care, post partum care, group and individual counseling, continuation of regular education and courses in personal and family living. At least one-third of the programs offer pediatric care, continuing health care for the mother, welfare services, psychological diagnostic evaluation, adoption placement, vocational training, homemaking, child care training, family planning information and cultural activities. Least likely to be offered are day care service (4), religious instruction (3), birth control devices (6), living facilities (5), and financial assistance (7). Nine programs offer psychotherapy and vocational placement, while eight offer legal counseling as part of their services.
>
> Most programs employ personnel representing a number of different disciplines--the median number of disciplines represented in each program is seven. Over 25 of the programs employ a teacher, a social worker, a nurse or several of these. Over 15 programs involve psychologists,

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[1]Marion Howard, THE WEBSTER SCHOOL, Children's Bureau Research Report No. 2 (Washington, D.C.: Government Printing Office, 1968).

[2]April 2, 1971, pp. 35-41.

doctors, counselors. Least likely to be involved are family life specialists (only 4) and clergy (only 6). Programs also employ numbers of nonprofessional aides (12 programs), as well as psychiatrists (16 programs). Other staff skills utilized are those of recreation leaders, social work students, principals, and professional aides in nutrition, health, nursing, teaching, and dietary planning. Programs also mentioned the use of clerical help, and volunteers in areas such as arts and crafts, and supervised study.[3]

. . . . . .

The median number of girls served by the program on a daily basis was in the 51-60 range with the largest proportion handling between 21 and 150. The median number of girls served each year by the programs is between 200-250.[4]

. . . . . .

About two-thirds of the school systems in areas served by the programs insist girls leave school immediately upon discovering their pregnancies; approximately one-third allow them to stay until appropriate arrangements can be made. In only one school system the putative father is asked to leave school if he is identified. Twenty of the school systems in areas served by the programs allow girls to return to the same school following delivery. . . . . .

In most cases the girl, following delivery, returns to her program before she returns to a regular school setting. Thirty-two of the programs help the girls transfer back to regular school after an interval usually based on the needs of the girl or the academic semester. . . . In at least one program infant day care is provided for those girls who deliver and cannot return to school unless such care for their babies is made available.[5]

. . . . . .

Twenty-nine of the programs surveyed serve the girls without cost to them. One program, in addition, gives the girls a stipend while they are attending the program.[6]

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[3] Op. cit., p. 75.

[4] Ibid., p. 76.

[5] Ibid.

[6] Ibid.

A recent development has been to permit pregnant girls to continue to attend their regular school. In New York, Atlanta, Milwaukee and Washington, and in the State of Maryland, expectant mothers are allowed to remain in their regular classrooms. In an unusual program at Citrus High School in Azusa, California, pregnant girls spend their mornings learning child care and homemaking and their afternoons in regular academic courses.[7] Pregnant girls remain in school until two weeks before their baby is due and return to school with their infants six weeks after delivery. Mothers may bring their babies into the classroom.

Issues Concerning Programs for School-Age Mothers

Our review of literature, including program evaluations, revealed several significant issues relating to the education of school-age mothers that have not yet been resolved satisfactorily in most programs. These issues revolve around the health, social, and educational objectives of most programs. The significant issues involved in comprehensive programs for unwed teenage mothers include: 1) proper prenatal health care, 2) prevention of repeated illegitimate pregnancies, especially on the part of younger girls, and 3) continuation of their education.

Prenatal Care

The need for proper prenatal care is imperative. Most writers agree that the young mother having her first baby is not likely to receive

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[7] LIFE, op. cit.

adequate prenatal care,[8] and unmarried teenagers are even less likely to receive proper care. In a New York study comparing married and unmarried teenagers on several characteristics, Parker and her colleagues found that:

> The unmarried had more complications of pregnancy; higher maternal mortality rate, largely as a result of illegal abortion; a higher rate of prematurity especially for those who received no prenatal care; and higher infant mortality.[9]

In the Baltimore study, the investigators also found a higher rate of prematurity and higher neonatal mortality rate for infants born to younger girls (ages fourteen to fifteen) as compared to older teenage girls.[10] The prolonged labor and the lower birth weight of babies born to younger girls are also related to a higher frequency of neurological disorders in these babies.

Proper nutrition is another problem which confronts the teen-age mother. The mother is growing and maturing at the same time that the developing embryo is making demands upon her body. Yet teenagers, especially female teenagers, have the poorest food habits found among children and youth. According to Wallace, nutrition is tied directly to premature births and consequently to high mortality or neurological damage.[11]

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[8] Helen M. Wallace, "Teen-Age Pregnancy," AMERICAN JOURNAL OF OBSTETRICS AND GYNECOLOGY, Vol. 92, No. 8 (August 15, 1965), p. 1127.

[9] Ibid., p. 1129.

[10] Ibid., p. 1127.

[11] Ibid., p. 1129.

In the only large-scale comprehensive program which has been evaluated thoroughly, the Webster School program in Washington, D.C., the girls were brought under prenatal care early and steps were taken to insure that they received prenatal care consistently. Although the number involved in the program was rather small, the girls showed some measure of improvement in all health categories. Especially evident was a reduction in infant mortality.[12]

Avoidance of Repeated Illegitimate Pregnancies

The second issue related to comprehensive programs for unwed teenage mothers is the avoidance of repeated illegitimate pregnancies. Goodman has pointed out some of the long-range ramifications of early pregnancy:

> The problem of illegitimacy is highly concentrated in the urban communities and has the highest frequency of first occurrence in teenage girls between the ages of 15 and 19. The bulk of the sixty percent of illegitimate births born to women over the age of twenty are repeated illegitimate births--representing recidivism. Concentrated attention to the teenage expectant mother during her first pregnancy might substantially reduce its recurrence.[13]

In a Yale School of Medicine study of 100 young unwed mothers over a period of five years, Sarrell and Davis found that only five of the girls did not become pregnant again. (However, the marital status of the girls at the time of subsequent pregnancies was not indicated.) Sarrell and Davis concluded that:

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[12] Op. cit., p. 57.

[13] Elizabeth A. Goodman, "Providing Uninterrupted Education and Supportive Services for Adolescent Expectant Mothers," EXCEPTIONAL EDUCATION (May, 1969), p. 714.

> An out-of-wedlock pregnancy in the young teenager may signal the beginning of a cycle which consists of a failure to continue education, dependence on the state welfare system, never marrying and continuing to produce illegitimate offspring.[14]

In a Baltimore study, Stine reported that ". . . over twenty percent of the sixteen-year-olds were in the second or subsequent pregnancy, showing how frequently the first pregnancy in fourteen- and fifteen-year-olds was followed almost immediately by a repetition."[15]

Repetition of illegitimate pregnancy was not reduced as a result of participation in the Webster School program. Many girls who participated in that program had another baby within a relatively short period of time. It was concluded that, since many of the girls in this program had more than one child by the same alleged father, involvement of the alleged fathers might have been of some value.[16]

A program in Redwood City, California, in which personal counseling and frank discussion of family planning and birth control devices was emphasized, has been successful in preventing recurrence of illegitimate pregnancy. In two years of operation, not one unmarried girl who had participated in the program had become involved in an additional pregnancy. It also was found that the program for working with the girls in school was less costly than serving them through the homebound program which, according to the director of curriculum services, tended to alienate the girls even more.[17]

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[14]Lucy Meyer Burke, "Setting Up a Special Program for Unwed Mothers," SCHOOL MANAGEMENT (November, 1968), p. 94.

[15]Wallace, op. cit., p. 1126.

[16]Howard, op. cit., p. 57.

[17]Burke, op. cit., p. 94.

Continuation of the Mother's Education

The third issue related to comprehensive programs for unwed teenage mothers involves the conflicting demands of adjusting to motherhood while continuing their education. Stine reported that in Maryland, pregnancy was the most frequent condition causing adolescents to drop out of school. More than twice as many adolescent females left school for this reason than for all other physical and medical reasons.[18]

Before the birth of their baby pregnant girls often have been forced to drop out of school because of school board policy. The percentage of school districts denying attendance to unmarried pregnant students declined from 70 percent in 1940 to 44 percent in 1966. However, of those districts which permit attendance, the percentage which permit attendance in regular classes declined from 47 percent in 1940 to 39 percent in 1966. This shift is accounted for by the establishment of special programs, the use of homebound instruction, and the enrollment of pregnant teenagers in adult evening classes.[19]

The policy of keeping pregnant teenagers out of the regular classroom generally has been justified on the allegation that it will prevent corruption of morals by implying social acceptance of illegitimacy. However, a five-year study by a county-wide system that has allowed pregnant girls to remain in the regular classroom indicated that

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[18]Wallace, op. cit., p. 1126.

[19]G. C. Atkyns, "Trends in the Retention of Married and Pregnant Students in American Public Schools," SOCIOLOGY OF EDUCATION (Winter, 1968), 41:61-62.

the percentage of girls becoming pregnant had increased by less than one one-hundredth of a percent.[20] The fact that the illegitimacy rate for teenagers has remained quite constant over the years lends further credence to this finding.

The problem of school attendance after the baby is born is quite different. This area is probably the greatest single shortcoming of existing programs. During the first year after birth the young mother often has more responsibilities than she can cope with at one time. She has the adjustment of being a mother, caring for her baby, and keeping up with her school work. At the same time, the special program terminates and she must find someone to care for the baby. For example, a subtle conflict was noted in the Webster School program:

> . . . that is, the girls are taught to try to be good mothers and yet were also encouraged to be absent from their children most of the day by attending school.[21]

In the Webster School program "as of June, 1967, only half of the girls who attended the program between 1963 and 1966 were still in a regular school or had graduated."[22] Three-fourths of those who dropped out of school did so during their first full year back at the regular school.

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[20]Children's Bureau, U. S. Department of Health, Education, and Welfare, SHARING AMONG COMPREHENSIVE PROGRAMS FOR SCHOOL-AGE PREGNANT GIRLS (Washington, D.C.: Government Printing Office, April, 1970), p. 42.

[21]Howard, op. cit., p. 56.

[22]Ibid., p. 57.

It may be concluded from this review of literature and program evaluations that:

1) Attention must be given to the unwed mother during the year following the birth of her child. The data indicate that girls tend to drop out of school most frequently during this period and that many become pregnant during this period. It appears that girls need counseling with regard to their adjustment to the role of mother and on care of the child. In addition, provision must be made for care of the child if the girl is to continue her education.

2) Greater attention must be directed toward the younger teenagers, students who have low grades, and unmotivated students. Younger teenagers constitute the greatest risk, especially with regard to medical complications. They need to be involved in programs as early as possible in their pregnancy. This is true of all pregnant girls, but is especially important for those under sixteen years of age. It is also evident that poor students and unmotivated students need a great deal of educational support.

3) Since many of the girls become pregnant a second time by the same alleged father, involvement of these individuals in the program should also be considered.

PART III: OPERATION OF THE LADY PITTS CENTER

The evolution of the program of the Lady Pitts Family Living Service was traced in Part II. In this section of the report the status and operation of the program will be discussed.

Program Administration

The "Continuing Education and Supportive Comprehensive Services to School-Age Mothers" project is administered by the Milwaukee Public Schools with a Project Director reporting to the Executive Director of the Department of Exceptional Education, Division of Curriculum and Instruction. Additional staffing included a Center Coordinator, a guidance counselor, four teachers, two social workers, two Milwaukee Health Department nu ses, a school aide, a community services aide, a part-time psychologist, a secretary, a secretarial aide, and a lunch room aide. (Health Services are provided to all Milwaukee schools by the Milwaukee Health Department and are not unique to the program of the Lady Pitts Center.) The social workers are affiliated with the Milwaukee County Department of Welfare.

The staff of the Lady Pitts program met recently with school social workers to assure that each identified pregnant girl and her parents are provided a conference at which the three educational options are presented, and to make sure that each girl receives the necessary social services. Five social agencies have committed the equivalent

of two and one-half social workers and a half-time coordinator of social services for next year. It is also anticipated that two school social workers will be assigned to interview pregnant school pupils and their parents to apprise them of the educational options available to them in the Milwaukee Public Schools.

Tenth, eleventh, and twelfth grade girls who are expectant mothers for the first time are eligible for participation in this program. Girls who become pregnant are informed of the program at the Lady Pitts Center by the principal and/or counselor at their regular school and are encouraged to continue their education during pregnancy — at their regular school, at the Lady Pitts Center, through homebound service, or by some other means. Girls who apply for admission to the program continue their academic studies just as they would in their regular school. The length of a girl's stay at Lady Pitts depends upon when her child is born. If her baby is delivered early in the semester and a girl can return to a regular school without disrupting her program of study she is returned to the regular school; if not, she continues at the Lady Pitts Center until the close of that semester. Project personnel work closely with the girl's regular school counselor and social worker to determine a satisfactory course of study which will continue her academic progress toward graduation and which will facilitate her return to the regular school program upon completion of the program at Lady Pitts.

A breakfast-snack program has been instituted and the Wisconsin Department of Health and Social Services has provided $1000 to increase

the protein content in lunches from two to four ounces and to provide fresh fruit with each lunch.

Girls who participate in the program at Lady Pitts must provide their own transportation to the Center and most of them use public transportation facilities. Girls attend school at the Center from 8:00 a.m. to 3:00 p.m. five days a week during the school year and from 8:30 a.m. to 12:00 noon during the summer. In addition to the academic program, they attend prenatal and postnatal classes and have individual and group conferences with the nurses and social workers regarding their individual and common needs.

The program for the 1972 summer session was reduced to two teachers, rather than four, and the counselor was not available during the summer. Primary reasons for the reduced summer program were the number of students to be served and the school system's shift to annual promotion of students. The summer academic program was oriented toward girls who needed to complete activities they had begun during the spring semester, and toward girls who would be entering the program in the fall.

The Lady Pitts Family Living Center is housed in a building located at 3436 North Port Washington Avenue which is leased by the Milwaukee Public Schools from the Shiloh Tabernacle congregation. Classroom and office facilities are located on the second floor and the basement level with its kitchen facilities is used for the hot lunch program.

The building which houses the Lady Pitts Center was not designed specifically for use as a school building. Despite considerable remodeling and refurbishing of the second floor to provide suitable classrooms and offices, the facility is at best marginal insofar as its use for school purposes is concerned. An inspection of the building revealed a number of serious shortcomings. The heating system does not have separate thermostatic controls for each room and there is no provision for ventilation (other than opening the windows). Consequently, rooms tend to be uncomfortably warm at some times and uncomfortably cold at other times. The lighting in the classrooms is very poor, and in several rooms the switches which control the lights are not located in the classroom. Acoustical conditions are considerably less than ideal, for the partitions serve only as visual screens and sounds from one room are easily heard in adjoining rooms. The classrooms are equipped for the most part with "hand-me-down" chairs and tables and have only small portable chalkboards and very limited bulletin board and display space. The library-study hall is poorly lighted and the book collection is virtually non-existent, consisting mostly of books donated by teachers and others who are interested in the program.

Figure 1 provides a sketch of the second floor of the building at 3436 North Port Washington Avenue. The academic area consists of four classrooms and a library-study hall. There also is office space for the center coordinator, guidance counselor, nurses, social workers, and secretaries and a workroom for the staff. The office areas are subject to the same heating, ventilating and lighting problems as the

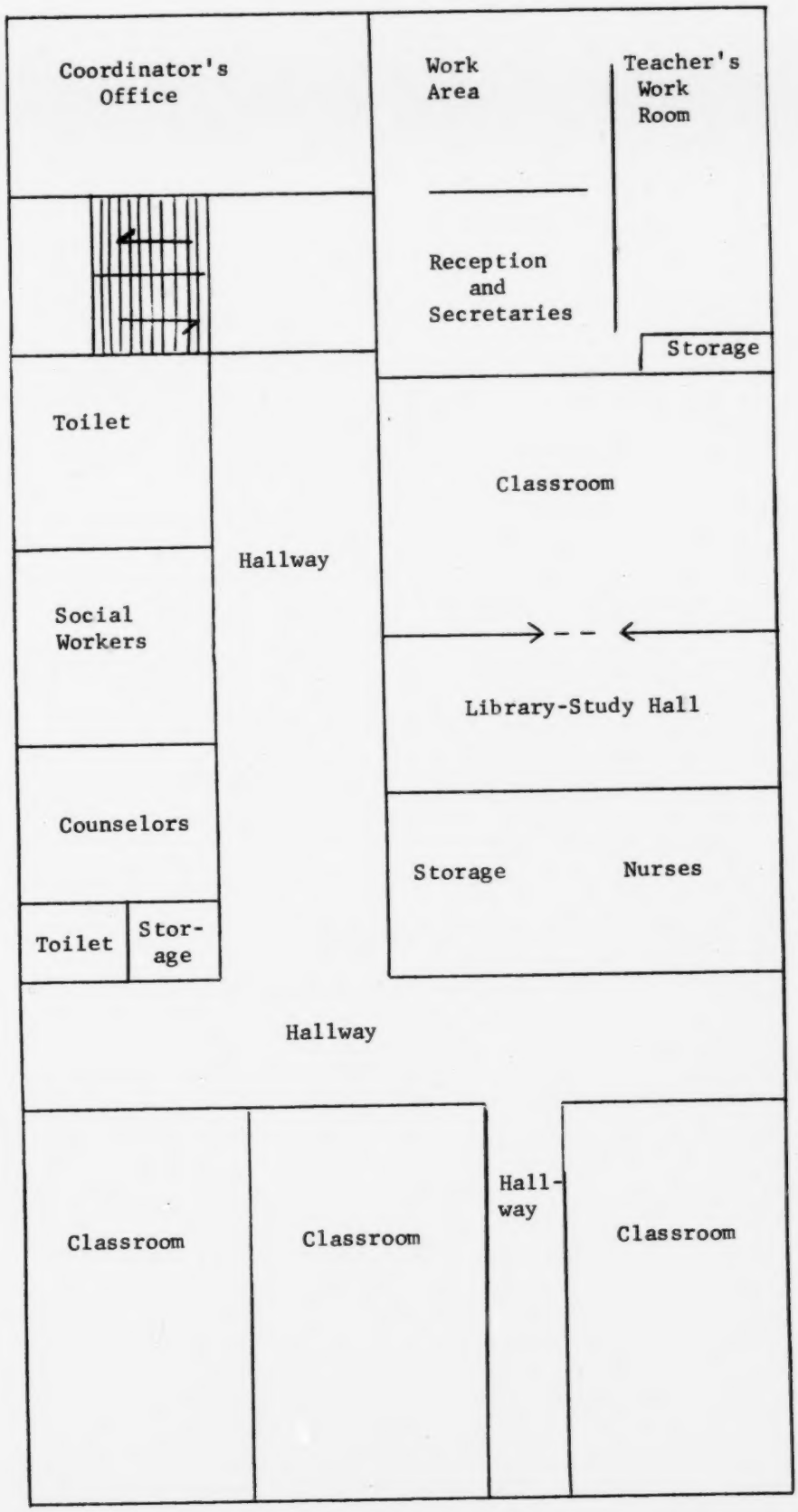

Figure 1
Floor Plan of the Lady Pitts Center
3436 North Port Washington Avenue (Second Floor)

classrooms. Although considerable effort has been expended to make the classrooms and offices more functional and attractive, the facility as it now stands is inadequate for educational purposes on other than an interim basis.

Program Participants

During the nine semesters and summer sessions beginning in Spring 1970 and ending in Fall 1972, 397 girls were admitted to the program. Table 3.1 shows the distribution of girls by grade and by school term upon entrance to the program. Some girls were excluded from the evaluation, since they were only in the program for a short period of time. Girls were excluded from the evaluation if they left the program or dropped from the program before they had completed at least one semester or summer session.

Table 3.2 shows the distribution by grade upon entrance to the program of the 361 girls who were included in this evaluation. None of the girls who entered the program in the Spring of 1970 were eliminated from the evaluation, although two girls dropped from the program after completing a single semester. One tenth grader dropped for medical reasons. Three girls who entered the project during the Summer of 1970 dropped. One student, an eleventh grader, left because of lack of interest, and two girls, one tenth grader and one eleventh grader, left the program after a short period of time because of medical problems associated with their pregnancy (one suffered a miscarriage, the other had the pregnancy aborted). Six of the girls

TABLE 3.1

NUMBER OF STUDENTS BY GRADE UPON ENTRANCE TO THE PROGRAM
FROM SPRING 1970 TO FALL 1972 FOR ALL GIRLS
WHO ENTERED THE PROGRAM

Grade	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Summer 1972	Fall 1972	Total
9	0	0	0	0	0	0	0	0	2	2
10	23	8	27	19	5	17	17	6	19	141
11	21	8	12	20	9	27	21	1	22	141
12	21	1	22	15	6	16	13	2	17	113
TOTAL	65	17	61	54	20	60	51	9	60	397

TABLE 3.2

NUMBER OF STUDENTS BY GRADE UPON ENTRANCE TO THE PROGRAM
FROM SPRING 1970 TO FALL 1972 FOR ALL GIRLS
INCLUDED IN THE EVALUATION

Grade	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Summer 1972	Fall 1972	Total
9	0	0	0	0	0	0	0	0	2	2
10	23	7	23	18	5	15	17	6	17	131
11	21	6	12	17	7	23	16	1	22	125
12	21	1	20	13	6	14	10	2	16	103
TOTAL	65	14	55	48	18	52	43	9	57	361

who entered the project in Fall 1970 were not included in the evaluation. Two of these girls dropped because of lack of interest, one for medical reasons, one to marry, and the two other girls were not included as their babies were born in time to allow them to return to regular school during the fall semester. Three additional girls entering the program during this semester also dropped, but these girls had completed at least one semester or summer session in the project and were therefore included in the evaluation.

Six of the 54 girls entering the program in Spring 1971 were not included in the evaluation. Four girls were dropped from the program - one because of behavior problems (fighting), two because of lack of interest and poor attendance, and one because of parental resistance to her participation in the project. Two girls were excluded because their babies were delivered early enough in the semester for them to return to their regular school. Two eleventh grade girls dropped from the project for medical reasons a month after entering the 1971 Summer Session. (One of these girls was assisted through homebound instruction.) Eight of the girls who entered the program in the Fall of 1971 were not included in the project evaluation. Four of these students voluntarily withdrew or were dropped from the program because of lack of interest or poor attendance. Two girls withdrew to accept homebound instruction. One girl dropped for medical reasons and one girl delivered her baby early enough in the semester to return to regular school.

Fifty-one girls enrolled in the program for the Spring Semester 1972. Eight of these girls were excluded from the evaluation. One girl

dropped for medical reasons and one girl delivered early enough in the semester to return to regular school. Both of these girls were eleventh graders. The other six girls voluntarily withdrew or were dropped from the program because of lack of interest or poor attendance.

Only nine girls entered the program in Summer 1972, but 60 girls entered the program in Fall 1972. All of the girls entering in the summer remained in the program long enough to be included in the evaluation. Three of the girls entering the program in Fall, 1972 dropped voluntarily from the program because of lack of interest. Only background data are available for the students entering these last two semesters; they will therefore not be included in the evaluation of program objectives presented in Part IV of this report.

The ethnic identification of 361 girls included in the population used in the evaluation is given in Table 3.3. All but 18 of the 355 students for which ethnic identification was available were Black. Of the 18 Non-Black students, one was classified as Oriental, three as Spanish American and 14 as White.

TABLE 3.3

ETHNIC DISTRIBUTION OF STUDENTS ENTERING THE PROGRAM FROM SPRING 1970 TO FALL 1972 FOR GIRLS INCLUDED IN THE EVALUATION

Identification	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Summer 1972	Fall 1972	Total
Black	60	11	53	45	17	47	40	9	55	337
American Indian	0	0	0	0	0	0	0	0	0	0
Oriental	0	0	0	0	1	0	0	0	0	1
Spanish American	0	1	1	1	0	0	0	0	0	3
White	3	2	1	1	0	5	1	0	1	14
Other	0	0	0	0	0	0	0	0	0	0
Puerto Rican	0	0	0	0	0	0	0	0	0	0
TOTAL	63	14	55	47	18	52	41	9	56	355

Data were not available for 6 girls, as follows: Spring 1970-2, Spring 1971-1, Spring 1972-2 and Fall 1972-1.

Information related to the birth weight of the child and the disposition of the child after delivery is given in Tables 3.4 and 3.5. These data were not available for the girls entering the program during the Summer and Fall Semesters 1972. The weight of the child at birth is considered by the professionals who comprise the Health Services Committee of the Lady Pitts Family Living Service to be the best single, readily available indicator of the baby's health at birth. Of the 284 live births, the mother of only one child terminated her parental rights. The other 283 babies were kept by their mothers. Ten babies were still born or miscarried.

TABLE 3.4

WEIGHT AT BIRTH OF BABIES BORN TO GIRLS
INCLUDED IN THE EVALUATION
BY DATE OF ENTRANCE TO PROGRAM

Weight	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Total
1 lb. to 1 lb.-15 oz.	0	1	0	0	0	0	0	1
2 lb. to 2 lb.-15 oz.	2	0	0	0	1	1	0	4
3 lb. to 3 lb.-15 oz.	1	0	2	0	0	0	0	3
4 lb. to 4 lb.-15 oz.	1	0	1	1	0	1	3	7
5 lb. to 5 lb.-15 oz.	5	1	5	3	2	9	2	27
6 lb. to 6 lb.-15 oz.	14	8	17	10	6	20	23	98
7 lb. to 7 lb.-15 oz.	31	8	24	20	4	17	11	110
8 lb. to 8 lb.-15 oz.	10	1	4	9	3	4	0	31
9 lb. to 9 lb.-15 oz.	1	0	0	0	0	0	0	1
TOTAL	65	14	53	43	16	52	39	282

Data were not available for 14 girls, as follows: Fall 1970-2, Spring 1971-5, Summer 1971-2, and Spring 1972-5.
Data for Spring 1972 includes one set of twins. No data are available for girls entering the program in Summer and Fall 1972.

TABLE 3.5

DISPOSITION OF BABIES BORN TO GIRLS INCLUDED IN THE EVALUATION BY DATE OF ENTRANCE TO PROGRAM

Disposition	Spring 1970	Summer 1970	Fall 1970	Spring 11971	Summer 1971	Fall 1971	Spring 1972	Total
Child kept by mother	63	13	53	46	15	51	42	283
Terminated parental rights	0	0	0	0	1	0	0	1
Stillborn/ Miscarried	2	1	1	2	2	1	1	10
TOTAL	65	14	54	48	18	52	43	294

One girl who entered the program in Fall 1970 was not pregnant.
No data are available for girls entering the program in Summer and Fall 1972

PART IV: EVALUATION OF ATTAINMENT OF PROGRAM GOALS

This section is directed toward assessing the extent to which each of the four major program goals has been attained. Each goal, its associated objectives, and specific criteria to be achieved will be stated along with the evidence collected to assess whether or not the objective has been met. Information will be presented in tabular form for each of the semesters and summer sessions being evaluated, as well as information pertaining to the total of all groups. The decision as to whether or not an objective has been met will be based upon the total number of girls involved in the program rather than the six groups taken separately. As explained in the preceding section, the population of students included in this evaluation excluded those girls who were in the program less than one complete semester or summer session. As indicated in Part III, no evaluative data were available for the girls who entered the program in Summer or Fall 1972.

GOAL I

To encourage the pregnant school student to continue her education during pregnancy and improve the likelihood that she will return to school and complete the requirements for a high school diploma by providing a regularly-scheduled academic program.

Objective A - To enable pregnant girls to complete the requirements for a high school diploma in order to graduate from high school.

Criterion - Eighty-five percent of the twelth grade girls served in the project will graduate from high school no later than one full school year after their otherwise expected date of graduation.

Data related to Objective A are included for only those girls entering the project in Spring, Summer, or Fall 1970, and Spring, Summer or Fall, 1971, due to the time constraints imposed by the criterion. Of the 75 twelfth-grade girls entering the program during these semesters, 68 (91 percent) have graduated from high school. Based on the information presented in Table 4.1, the criterion for Objective A has been met for the twelfth-grade group. The specified criterion was, in fact, met for five of the six semesters included. Only 55 percent of the seniors who entered the program in Summer 1971 have thus far graduated. Comparing the results shown in Table 4.1 with those presented in an earlier report,[1] strongly confirms the assumption that girls need an additional semester or two to complete their high school work. At the time of the earlier report, 85 percent and 42 percent of the girls entering the program in Fall 1970 and Spring 1971, respectively, had graduated from high school. As of the end of the Fall Semester 1972, however, 95 percent and 100 percent, respectively, of these girls had graduated from high school.

An additional criterion is given for Objective A.

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[1]Milwaukee Public Schools, CONTINUING EDUCATION AND SUPPORTIVE COMPREHENSIVE SERVICES TO SCHOOL-AGE MOTHERS (Milwaukee: Milwaukee Public Schools, 1971), p. 36.

TABLE 4.1

GOAL I: OBJECTIVE A - TWELFTH GRADE GIRLS GRADUATING FROM HIGH SCHOOL

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Total
Number who graduated	19	1	19	13	3	13	68
Number who did not graduate	2	0	1	0	3	1	7
TOTAL	21	1	20	13	6	14	75
Percent of Total who Graduated	90	100	95	100	50	93	91

Criterion - Sixty percent of the tenth- and eleventh-grade girls served in the project will graduate from high school no later than one full school year after their otherwise expected date of graduation.

Due to the time constraints imposed by this criterion,,data are included for only four groups of eleventh-grade girls--those who entered the program in Spring, Summer or Fall 1970 and those entering in Spring 1971. Table 4.2 indicates that while 16 of the 21 (76%) eleventh grade girls entering the program in Spring 1970 have graduated from high school, less than 50 percent of the girls who entered in the remaining three semesters have graduated. In total, 30 of the 56 (54%) eleventh grade students entering the program prior to Summer 1971 have graduated. Data are presented in Table 4.3 related to the tenth graders who entered the program in Spring and Summer 1970. Fourteen of the 30 (47%) tenth

grade students entering the program during these semesters have graduated. The criterion level for this objective was 60 percent; therefore this objective has not been met for either the eleventh or tenth graders.

TABLE 4.2

GOAL I: OBJECTIVE A - ELEVENTH GRADE GIRLS GRADUATING FROM HIGH SCHOOL

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Total
Number graduated	16	3	6	4	30
Number not graduating	5	3	6	12	26
TOTAL	21	6	12	17	56
Percent of total who graduated	76	50	50	29	54

One student graduated by passing the G.E.D. examination in Spring 1970 and Fall 1970.

TABLE 4.3

GOAL I: OBJECTIVE A - TENTH GRADE GIRLS GRADUATING FROM HIGH SCHOOL

	Spring 1970	Summer 1970	Total
Number graduating	9	5	14
Number not graduating	14	2	16
TOTAL	23	7	30
Percent of total who graduated	39	71	47

Objective B - To assist the girls in the project to continue to achieve grade point averages when they return to regular school at least equal to the grade point averages achieved prior to being pregnant.

Criterion - Fifty percent of the tenth- and eleventh-grade girls in the project will return to regular school and continue to achieve a grade point average equal to or greater than the mean of the grade point averages earned the two semesters preceding entrance into the project.

Information is included for all tenth- and eleventh-grade girls entering the program prior to Spring 1972. Those students entering in Spring 1972 were excluded as they are still enrolled in the project or have not as yet completed a full semester in their regular schools. Of the 152 girls for which data were available (see Table 4.4), only 76 (50%) have returned to their regular schools and are achieving grade point averages as great or greater than their grade point averages prior to entering the program. (However, of the girls who did return to regular school, 76 (60%) achieved a grade point average greater than or equal to their grade point average for the two semesters preceding entrance into the program.) Since the criterion is met at exactly the specified level, this objective is considered as having been accomplished. It should be noted that the criterion level was met individually for all but two of the semesters included in the evaluation.

TABLE 4.4

GOAL I: OBJECTIVE B - PRIOR GRADE POINT AVERAGE (GPA) COMPARED TO GRADE POINT AVERAGE AFTER RETURNING TO REGULAR SCHOOL

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Total
Number with post GPA greater than or equal to prior GPA	20	8	12	16	6	14	76
Number with post GPA less than prior GPA	15	1	13	9	4	8	50
Number not returning to regular school	7	3	5	5	0	6	26
TOTAL	42	12	30	30	10	28	152
Percent with post GPA greater than or equal to prior GPA	48	67	40	53	60	50	50

Data were not available for girls as follows: Spring 1970-2, Summer 1970-1, Fall 1970-5 (one girl was recommended for vocational training), Spring 1971-5, Summer 1971-2, and Fall 1971-10 (one girl was recommended for vocational training)

Objective C - To provide vocational training to girls referred for this service

Criterion - At least 90 percent of the girls referred for vocational training will complete a planned vocational program.

Table 4.5 shows the information which is available relative to Objective C. Only six girls have been recommended for vocational programs and four of the six were recommended during Fall 1971. The single girl who was recommended early enough to have completed a vocational training program has not done so. This objective cannot adequately be evaluated due to the time period necessary to complete a vocational training program, and due to the limited number of girls who have been recommended for such training. No information was available relative to whether or not the girls actually enrolled in the programs to which they were referred, nor was information available with regard to the degree of success they were achieving in their vocational programs.

TABLE 4.5

GOAL I: OBJECTIVE C - GIRLS REFERRED FOR VOCATIONAL PROGRAM WHO COMPLETED IT

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Total
Number recommended	1	0	0	0	1	4	0	6
Number completed	0	0	0	0	0	0	0	0
Percent completed	0	0	0	0	0	0	0	0

GOAL II

To educate the pregnant school student and her family regarding the physical and emotional phenomena of pregnancy, health care of self and infant, and the existence and use of health services available to them.

Objective A - To educate the pregnant school student regarding health care of self and infant and the existence and use of health services available to her.

Criterion - At the end of the project, 80 percent of the project girls will correctly answer at least 75 percent of the questions on the Health Learning Pac Test.

The results of the evaluation of Objective A are summarized in Table 4.6. The percentage of girls achieving scores of 75 percent or greater on the Health Learning Pac Test was above the criterion level for all but two semesters. Of the 14 girls entering the program during Summer 1970, 10 (72%) achieved scores of 75 percent or greater on the examination, while 41 of the 52 (79%) girls entering the program in Fall 1970, achieved at or above the required level. In total, 251 (90%) of the 279 girls for which data were available received scores of at least 75 percent on the Health Learning Pac Test. The criterion for this objective has been met.

TABLE 4.6

GOAL II: OBJECTIVE A - SCORES ON HEALTH LEARNING PAC TESTS

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Total
Number receiving scores of 75% or greater	52	10	41	46	15	47	40	251
Number receiving scores of less than 75%	9	4	11	1	1	1	1	28
TOTAL	61	14	52	47	16	48	71	279
Percent scoring 75% or greater	85	71	79	98	94	98	98	89

Data were not available for 22 girls, as follows: Spring 1970-4, Fall 1970-3, Spring 1971-1, Summer 1971-2, Fall 1971-4, and Spring 1972-2.

Objective B - To insure appropriate medical and nursing care for the infants of project girls.

Criterion - At least 75 percent of the project girls will obtain regularly-scheduled medical care for their infants up to two years of age as prescribed by the Milwaukee Health Department and reported by the Milwaukee Health Department--Nursing Division.

The Milwaukee Health Department--Nursing Division has provided follow-up information on infant medical care for the girls entering the Lady Pitts in the first four semesters of the program: Spring, Summer,

and Fall 1970 and Spring 1971. Of the 175 infants included in the evaluation of this objective, 142 (71%) were judged to have received the required medical care. On the basis of these preliminary data, this objective is considered to have been met. Table 4.7 gives the results of this analysis.

TABLE 4.7

GOAL II: OBJECTIVE B - REGULARLY SCHEDULED MEDICAL CARE FOR INFANTS

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Total
Obtained regular medical care	55	13	43	31	142
Not obtained regular medical care	8	1	10	14	33
TOTAL	63	14	53	45	175
Percent who obtained medical care	87	93	81	69	81

Two babies were stillborn or miscarried in Spring 1970; one baby was stillborn or miscarried in Fall 1970; also one girl was not pregnant; in Spring 1971 one baby was stillborn or miscarried and data were not available on two girl's babies.

Objective C - To give guidance to project girls toward the attainment of basic health concepts and practices.

Criterion - At least 80 percent of the girls will meet their health needs as determined by the nurse and based on individual checklists.

This objective relates to whether or not the girl obtained medical care for herself on a planned basis, as well as when needed. The nurses who work with students in the program were asked to indicate whether or not the students were meeting their health needs and carrying out health practices according to a health needs checklist developed by the project nurses.

This objective has been met for the total group of girls entering the project, as 240 (83%) of the 289 girls for whom information was available were, in the judgment of the project nurses, fulfilling their health needs. This objective was met by girls entering the program during all terms except Summer 1970 and Spring 1971, when only 65 and 70 percent, respectively, of the girls met the specified criterion. These data are presented in Table 4.8.

TABLE 4.8

GOAL II: OBJECTIVE C - MEETING HEALTH NEEDS

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Total
Number whose health needs were met	58	9	43	32	15	48	35	240
Number whose health needs were not met	7	5	10	14	3	4	6	49
TOTAL	65	14	53	46	18	52	41	289
Percent whose health needs were met	89	64	81	70	83	92	85	83

Data were not available for a total of 11 girls, as follows: Fall 1970-1, Spring 1971-2, and Spring 1972-2.

GOAL III

To educate the pregnant school students and their families regarding the existence and use of social agency services available to them.

Objective A - To educate project girls to know existing social services available to them.

Criterion - At least 80 percent of the girls in the project will score 65 percent or higher on the Social Service Learning Pac Test.

The Social Services Learning Pac Test is a questionnaire developed and administered by the project social workers and includes questions related to the availability of social work services and legal and financial assistance.

Table 4.9 presents the information related to this objective. Data were available for 271 of the 295 girls included in the evaluation population. Of the 271 girls taking the Social Services Learning Pac Test, 217 (80%) achieved at or above the 65 percent level. A steady improvement may be seen in the data, with particularly impressive levels of achievement among girls in the last three entrance periods. The criterion level of 80 percent was met for the total group, and for each semester except the first two.

TABLE 4.9

GOAL III: OBJECTIVE A
SCORES ON SOCIAL SERVICE LEARNING

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Total
Number with score of 65% or greater	25	11	44	41	8	46	42	217
Number with score less than 65%	36	3	8	6	0	1	0	54
TOTAL	61	14	52	47	8	47	42	271
Percent scoring 65% or greater	41	79	85	87	100	98	100	80

Data were not available for a total of 24 girls as follows: Spring 1970-4, Fall 1970-3, Spring 1971-1, Summer 1971-10 Fall 1971-5, and Spring 1972-1.

Objective B - To educate project girls to use existing social services.

Criterion - At least 65 percent of the girls will use one or more of the social services exclusive of those social services providing financial and legal assistance for themselves and/or their infants.

Ninety-two percent of the 283 girls for which data were available made use of one or more social services, exclusive of financial and legal assistance. This degree of utilization far exceeds the level

specified in the criterion. As can be seen in Table 4.10, the 65 percent level was reached in each of the seven entrance terms, with over 90 percent of the students using one or more social services in five of the seven terms. Thus, the criterion for this objective has been met.

TABLE 4.10

GOAL III: OBJECTIVE B
USE OF NEEDED SOCIAL SERVICES

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Total
Number Who Used One or More Social Services	65	11	38	44	18	42	43	260
Number Who Did Not Use One or More Social Services	1	3	15	4	0	0	0	23
TOTAL	65	14	53	48	18	42	43	283
Percent Using One or More Social Services	98	79	72	92	100	100	100	92

Data were not available for a total of 11 girls as follows: Fall 1970-2, and Fall 1971-9.

Objective C - To educate project girls to use the financial and legal services available to them in connection with their pregnancy.

Criterion - At least 90 percent of the girls needing financial assistance will request these services during the program or within one year after completing the program.

Two hundred and twenty-nine of the girls were identified as being in need of financial assistance. Of these 229 students, 224 (98%) requested this assistance. As demonstrated by the data in Table 4.11, this objective was met in each of the six terms being evaluated and, of course, was met for the total group.

Criterion - At least 90 percent of the girls needing legal assistance will request these services during the program or within one year after completing the program.

TABLE 4.11

GOAL III: OBJECTIVE C
FINANCIAL ASSISTANCE

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Total
Number Needing Financial Assistance	38	10	38	38	13	52	40	229
Number Requesting Financial Assistance	38	10	35	36	13	52	40	224
Percent of Students Needing Financial Assistance Who Requested It	100	100	92	95	100	100	100	98

Data were missing for 7 girls, as follows: Spring 1970-5, and Fall 1970-2.

Table 4.12 summarizes the information related to the criterion given for the second part of Objective C. Of the 198 girls identified as needing legal assistance, 83 percent requested such assistance. As was the case with financial assistance, the criterion for this objective was met by the girls entering the program for each of the seven terms as well as for the total group. In summary, then, both criteria related to Objective C have been met.

TABLE 4.12

GOAL III: OBJECTIVE C
LEGAL ASSISTANCE

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Total
Number Needing Legal Assistance	38	10	19	35	12	47	37	198
Number Requesting Legal Assistance	37	10	17	25	9	42	24	164
Percent of Students Needing Legal Assistance Who Requested It	97	100	89	71	75	89	65	83

Data were missing for 15 girls, as follows: Spring 1970-6, Fall 1970-8, and Spring 1971-1.

Objective D - To provide counseling to the girls and their families which enables them to use their own resources and appropriate social agency services to meet their recognized needs.

Criterion - At least 90 percent of the girls will participate in at least one individual, one group, and one family counseling conference (exclusive of the intake conference) with a project social worker or one attached to another social agency.

This objective will be evaluated in three parts: individual counseling, group counseling and family counseling. The data related to these components are presented in Tables 4.13, 4.14, and 4.15, respectively. All but one of the 294 students entering the project, for which data were available, completed at least one individual counseling conference. Group counseling conferences were held with 284 (97%) of the 294 girls. The 90 percent criterion level was achieved during all semesters except the Summer 1971 and the Spring 1972 terms. During these terms only 88 and 84 percent, respectively, of the girls completed group counseling sessions. Table 4.15 presents the results related to family counseling conferences. During all semesters except Summer 1971, the 90 percent criterion level was met or exceeded. In all, 275 (94%) of the 294 girls completed family counseling conferences. The criterion for this objective was therefore met for the individual, group and family counseling sessions.

TABLE 4.13

GOAL III: OBJECTIVE D
INDIVIDUAL COUNSELING CONFERENCES

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Total
Number Who Attended One or More Conferences	65	14	55	48	17	52	42	293
Number Who Did Not Attend One or More Conferences	0	0	0	0	0	0	1	1
TOTAL	65	14	55	48	17	52	43	294
Percent Who Attended One or More Conferences	100	100	100	100	100	100	98	99

Data were not available for 1 girl for Summer 1971.

TABLE 4.14

GOAL III: OBJECTIVE D
GROUP COUNSELING CONFERENCES

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Total
Number Who Attended One or More Conferences	64	14	55	48	15	52	36	284
Number Who Did Not Attend One or More Conferences	1	0	0	0	2	0	7	10
TOTAL	65	14	55	48	17	52	43	294
Percent Who Attended One or More Conferences	.98	100	100	100	88	100	84	97

Data were not available for 0 girl for summer 1971.

TABLE 4.15

GOAL III: OBJECTIVE D
FAMILY COUNSELING CONFERENCES

	Spring 1970	Summer 1970	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Total
Number Who Attended One or More Conferences	62	14	54	47	9	47	42	275
Number Who Did Not Attend One or More Conferences	3	0	1	1	8	5	1	19
TOTAL	65	14	55	48	17	52	43	294
Percent Who Attended One or More Conferences	95	100	98	98	53	90	98	94

Data were not available for one girl during Summer 1971.

GOAL IV

To secure city-wide (i.e., Milwaukee Health Department, Milwaukee Department of Public Welfare, and Community Agencies, e.g., Urban League) support for a continued and expanded program to meet the needs of all school age mothers who require these services.

Objective A - To disseminate information about the project through reports, discussions, citizen participation, mass media, and other available resources.

Criterion - Seventy-five percent of the organizations and individuals exposed to the project information will support the program as measured by records of the quantity and types of materials disseminated and the number of organizations and individuals reached; a survey of organizations and individuals to secure their responses regarding the project.

Two approaches were employed in evaluating the extent to which this objective has been achieved. First, evidence of dissemination of information concerning the project was sought in the records maintained by the Center. A large number of state and local health, social service, and/or educational agencies have been directly involved in either planning or support of the Center, or referral of clients to the Center. In addition, members of the staff of the Center have made presentations to many organizations and the Center has been visited by representatives of many educational and community organizations.

Among the dissemination activities related to the project have been presentations to national organizations such as the National Association of Secondary School Principals; a TV documentary on Channel 6; and presentations to state and local medical, social service, religious, and educational organizations. In addition, a number of individuals have supported the program with private contributions. Several brochures concerning adoption, family living services, and the educational program of the Center have been disseminated in the community.

The first Wisconsin Conference on School-Age Parenthood, sparked by the Lady Pitts Center especially through the efforts of the Center Coordinator, has resulted in continued interaction by the participants. The Wisconsin Alliance Concerned with School-Age Parents (WACSAP) has been formed. A constitution and by-laws have been drawn up and 80 members had joined by December, 1972. Mrs. Lucinda Gordon has been elected Chairman. A Steering Committee met several times, and 125 persons attended a December membership meeting at which time the Board of Directors was elected.

In addition, a report on the April, 1972, Wisconsin Conference on School-Age Parenthood has been completed and distributed. The list of participants attests to the growing number of people and organizations concerned with the problems of the school-age parent. The Lady Pitts program and personnel obviously deserve a great deal of credit for increasing this interest.

In 1972, its third year of operation, the Lady Pitts Center for School-Age Mothers program was selected as one of the outstanding Title III ESEA projects in Wisconsin. A very attractive monograph describing the development, operation, and results of the program has been printed and distributed. As a result of being chosen as an outstanding Title III project, a Demonstration Event has been planned for March 30, 1973, in Milwaukee at the Holiday Inn Central. Invitations have been extended to educational administrators and health and social service personnel from throughout the state. The purpose of the Demonstration Event is to encourage others to become informed about and possibly to adopt the Lady Pitts model for delivering educational services to school-age parents.

The Center Coordinator has been requested by the National Advisory Council on Supplementary Centers and Services to submit an article in the program for publication in the TITLE III QUARTERLY. The article is to be included in the Spring 1973 issue of this publication. The Center has also been requested to submit an article on the program to the JOURNAL OF HUMAN NEEDS and in the process of preparing this article at the present time.

As a result of the Open House preceding the WACSAP membership conference, Center personnel are conducting meetings with parent, administrator, and social services groups from the Milwaukee Catholic Archidiocese. The purpose of the meetings is to investigate the application of the Lady Pitts model to Catholic high schools in the diocese.

The second approach to the evaluation of this objective was through telephone interviews during the summer of 1971 with 24 representative local and state agencies and individuals identified as having been exposed in some way to the project's activities. In each case the respondents were asked whether they favored continuation and expansion of the project. Tables 4.16 and 4.17 indicate their responses to the questions "Should the Lady Pitts Family Living Center be continued?" and "Should the Lady Pitts Family Living Center be expanded?" For each of the two questions 19 individuals gave positive replies, five had no opinion or expressed some reservations, and none were definitely opposed to continuation or expansion of the program.

Based upon the evidence presented above, more than 75 percent of the organizations and individuals surveyed supported the program. The criterion for this objective has been met.

Summary

A summary of the results of the evaluation are presented in Table 4.16. The criterion level established and the criterion level achieved are presented for each objective included in each of the four goals. With reference to Goal I, the program effectively met the graduation requirement for the girls entering as seniors. Girls entering as sophomores or juniors, however, are not graduating at the established criterion level, even though 50 percent of these girls are returning to their regular schools upon completion of the Lady Pitts program and achieving at or beyond their level of achievement

TABLE 4.16

Answers of 24 Organizational Representatives to the Question: "Should the Lady Pitts Family Living Center be continued?"

+ Yes
+ Yes
+ Surely
+ Yes--should be continued
0 Very complex, have slight reservation about separate schools
+ Certainly
+ Something of the sort is necessary; must have input from more agencies
+ Definitely
+ Yes, simply terrific
+ Yes
+ Yes
0 No answer--doesn't feel that he knows enough about the service's function
0 Did not want to answer any questions
+ Yes
+ Very definitely--need three more like it
+ Yes, it has been very effective--might be directly associated with school system
+ No doubt about it
+ Definitely, until there is a change in the school system. They should be provided schooling in the public schools--not necessarily with the other kids but they could be in the same building
+ Yes--there is a great tendency to neglect pregnant girls. Someone must provide facilities for their education, otherwise we are in violation of Wisconsin law.
0 Not in a position to say
0 Disappointed--wants to see more counseling with girls, and boys too
+ Yes
+ Definitely
+ Yes, the state law says girls have to go to their own public school, and schools must provide homebound or something

SUMMARY

Number	Percent	Responses
19	79	Yes
0	0	No
5	21	No opinion or some reservations
Total 24	100	

TABLE 4.17

Answers of 24 Organizational Representatives to the Question: "Should the Lady Pitts Family Living Center be expanded?"

+ Yes--have confidence in Mrs. Gor on
+ Yes--if funding is available
+ Yes--but Inner-City has its own proposal which includes unwed mother workers
+ Yes--greater number of girls; perhaps more centers, perhaps one larger center
+ Debatable efficiency--should these girls not be in public school? Should be extended to younger girls
+ Yes--more pre- and post-natal care and information must be given
+ All school-age mothers need a variety of services; they are not getting it--need to work with much greater numbers and younger mothers also. Should work with boys also.
+ Yes--must include not only black inner-city girls but all girls
+ Recommend first that School Board take over--should extend to
+ Yes--offer to more young people
0 No opinion--not enough contact
0 No answer--doesn't feel he knows enough about the service's function
0 Did not want to answer any questions
+ Yes--it should be handled by MPS since it has been proven to work
+ Yes--need the program right within the schools--needs to handle more girls, expand to junior high, and need many more locations
0 No opinion
+ Yes--it should be expanded. It is not serving the whole population. It has been a good pilot program. The counseling aspects are as important and should be more comprehensive. I'd rather see one good center with a complete program serving girls of every age. Locate closer to fringe area--speak more directly to the metropolitan area.
+ Yes--it should be able to take more girls and also younger girls who need the program, if they have the staff. There should be a similar one for white girls.
+ Yes--must serve other groups as well as the black inner-city girl
0 Not in a position to say
+ It must be- with more counseling of boys and girls; more convenient medical care; more girls
+ Definitely--I know for a fact that they are unable to meet the needs of youngsters who need this service. More could use the Lady Pitts setting who can't commute to the residential centers. Eventually it will have to be a 7-12 program. There should be a north side and a south side center, or if not feasible, a central location--not only for the City of Milwaukee but for the State of Wisconsin.
+ Yes--it is a terrific program. However, some girls need a sheltered program. I don't believe in an all-black school.

SUMMARY

Number	Percent	Response
19	79	Yes
0	0	No
5	21	No opinion or some reservation
Total 24	100	

TABLE 4.18

SUMMARY OF THE RESULTS OF THE EVALUATION

Goals and Objectives	Criterion Established	Results Achieved	Objective Obtained
Goal I			
Objective A: high school graduation 12th grade girls	85%	91%	Yes
high school graduation 11th grade girls	60%	54%	No
10th grade girls	60%	47%	No
Objective B: grade point average	50%	50%	Yes
Objective C: Vocational training	90%	0%	No
Goal II			
Objective A: Health learning test	80%	90%	Yes
Objective B: Infant care	75%	81%	Yes
Objective C: Meeting health needs	80%	83%	Yes
Goal III			
Objective A: Social services test	80%	80%	Yes
Objective B: Use of social services	65%	92%	Yes
Objective C: Financial assistance	90%	98%	Yes
Legal assistance	70%	83%	Yes
Objective D: Individual counseling	90%	99%	Yes
Group counseling	90%	97%	Yes
Family counseling	90%	94%	Yes
Goal IV: Disseminate information			Yes

prior to entering the program. The vocational training objective continues to be unmet; this results primarily from the fact that so few girls have been referred for vocational training. Only one girl was recommended in the first four semesters of the program and this girl has not yet completed the training.

The objectives for Goals II, III and IV were all met. These objectives refer to the health care of the mother and child, the knowledge and use of social services by the mother, and the extent to which information about the program is disseminated. All of the objectives for these three Goals have been met consistently, with the exception of Goal III, Objective A and Objective D; for these two objectives a significant improvement has been evidenced since the time of the last report.

PART V: RECOMMENDATIONS

In this section we shall present recommendations and suggestions based upon our analysis and evaluation of the program provided at Lady Pitts Center, and our review of programs for school-age mothers being provided by other school systems in the United States. We are heartened that Milwaukee's Board of Education has adopted a policy which will provide a variety of ways in which the educational needs of school-age mothers may be met. A recommendation that the Board consider and adopt such a policy was a prime recommendation in the interim report submitted in September, 1971. It is our hope that the recommendations and suggestions contained in this section will be helpful to the administration and teaching staff of the Milwaukee Public Schools as they plan for full implementation of the Board's policy concerning educational opportunities for school-age mothers in Milwaukee.

The Statewide Concern for The Education of School-Age Mothers

The growing concern that pregnant school-age girls be provided with appropriate educational opportunities is reflected in the following policy statement issued recently by the Wisconsin Department of Public Instruction:

> Improved educational opportunity for pregnant school-age girls is an increasing concern in Wisconsin. Concern is being expressed for a number of reasons; however, all reflect the

> conviction, as stated in the Wisconsin Constitution, that all children and youth are entitled to equal educational opportunity under the law. Without appropriate programming and other supportive assistance, many girls may receive poor prenatal and postnatal care and face the possibility of social, economic, and/or occupational deprivation.
>
> The State Department of Public Instruction recognizes that school-age pregnant girls need to be assured an adequate education by school districts through innovative programs, homebound instruction and pupil services programs. Effective assistance to such girls must recognize the need for integration of all educational, social and medical services. Thus, while this statement deals primarily with the role of education, it fully recognizes that all community resources have a mutual responsibility for resolving this problem. Schools throughout Wisconsin have been and are developing appropriate educational programs. An increasing number of pregnant school-age girls are receiving continuing educational services through regular and special programs. Through this policy position we hope to encourage additional school and community concern, cooperation, and action.

The Department's statement noted that an estimated 200,000 school-age girls will become pregnant in the United States this year, and that this number is anticipated to increase at the rate of 2 percent annually. The Wisconsin Division of Health has estimated that 5,000 infants will be born annually to mothers 18 years of age or under. This problem clearly is one which local school districts cannot ignore. The Department's statement goes on to point out that:

> The role that educational personnel can play is vital in terms of the entire spectrum of necessary services. Pregnant school-age girls are frequently high risks medically, socially and educationally. The desirability of medical supervision for women throughout pregnancy and following delivery is well established. Socially, a substantial number of this population may become trapped in a destructive cycle consisting of failure to continue education, dependence upon others for support, failure to cope with the demands of family life and the responsibilities of parenthood and repeated pregnancies. Often, too large a number of pregnant school-age girls fail to complete their high school education and/or to obtain some type of vocational training. As a result, school-age pregnancy is a psycho-social problem requiring the immediate intervention of

knowledgeable, sensitive and concerned people within the educational enterprise as well as in the larger community.

As the Milwaukee Public Schools plan for full implementation of the Board's recently adopted policy concerning educational services for school-age mothers, the following guidelines suggested by the Department of Public Instruction should receive careful consideration:

1. The pregnant school-age girl who has not completed her high school education and who wishes to remain in the regular school program should be excluded only, if in the best interest of the girl, modification becomes advisable. Any plan for modification of her program should involve consultation with appropriate educational, medical and social agency personnel as well as the girl, her parents and/or her husband.

2. The pregnant school-age girl within the compulsory school attendance age should be able to withdraw from the regular school program and enroll in an appropriate and adequate alternative educational program.

3. The pregnant school-age girl above the compulsory school attendance age, but below age 21, should receive intensive counseling and assistance toward either remaining in the regular school program or enrolling in an appropriate and adequate alternative educational program.

4. Appropriate educational programs for pregnant school-age girls may differ according to the resources of the district and the needs of the girl. Some examples of appropriate programs might include: (a) continuation in the regular school program, (b) modification of the regular school program to meet the individual's needs, (c) enrollment in a special class for pregnant girls, (d) admittance to a maternity home with an adequate educational program, (e) placement in a foster home in an area offering a program for pregnant girls, (f) adequate homebound instruction, and (g) other programs, including combinations of the above.

5. School authorities have an obligation to cooperate with the girl, her home, social agencies, and physicians in efforts to assure that she receives appropriate pre- and post-natal, educational, medical, social and psychological services.

Program Organization and Administration

Two facts are of prime importance in shaping recommendations for the organization and administration of the program for school-age mothers in the Milwaukee Public Schools. First, Title III funding of the program being offered at the Lady Pitts Center terminated on December 31, 1972. Second, the Milwaukee School Board, at its February, 1972 meeting, adopted a policy concerning education and supportive services for pregnant school-age girls which provides such students with three options: (1) they may remain in the school in which they are enrolled with program modifications for medical purposes; (2) they may withdraw from school and receive services through the home instruction program; or (3) they may continue their education in a special center. The Board authorized continuance of present services to school-age mothers, establishment of special centers patterned after the Lady Pitts Center, and joint efforts with other community agencies in providing services to the girls, the putative fathers, and the families.

The recommendations which follow were developed with the above facts in mind, and with the objective of further improving and extending educational and supportive services for school-age mothers who attend the Milwaukee Public Schools.

1. We recommend that the Milwaukee Public Schools develop a coordinated program for providing educational and supportive services to school-age mothers so that girls who choose any one of the three alternative educational programs will be assured of receiving adequate educational and supportive services.

Many of the girls who choose the homebound instructional program and many of those who remain in the regular school program have need for special counseling, health or social services. They should be aware of the service available and encouraged to take advantage of them. The educational and supportive services extended to unwed mothers in the City of Milwaukee should be provided through a single comprehensive program encompassing all three alternatives. The staffing and programming in each of the three alternatives should reflect this coordinated effort.

2. We recommend that the Milwaukee Public Schools continue to improve procedures for identifying, reporting and processing pregnant students.

This recommendation is closely related to the preceeding one. It merits special attention, however, since timely identification and counseling is the first requisite to providing adequate educational and supporting services. Insensitive or haphazard counseling of pregnant students can have extremely unfortunate consequences. It would appear desirable for a team of counselors and social workers to be assigned responsibility for all initial interviews with the girls and their parents. Only through centralized administration of this aspect of the program can the full range of alternative services be made equally available to all school-age mothers in the Milwaukee Public Schools.

3. We recommend that the Milwaukee Public Schools carefully monitor the extent to which each of the program alternatives is elected by the pregnant student and/or her parents.

The recent policy adopted by the school board opens a much broader range of alternatives to the school-age mother than previously has existed. Some experience with the extent to which the various alternatives are chosen is required before it can be known how many girls will elect to continue in their regular school, how many will opt for homebound instruction, and how many will elect to attend special centers. Indeed, these alternatives should not be considered mutually exclusive and sufficient flexibility must be incorporated into the program to permit transfers between alternative arrangements when circumstances indicate a transfer would be desirable. The school system would be ill-advised to develop firm commitments to the establishment of additional special centers, or the employment of additional teachers to provide home instruction until experience indicates the percentage of eligible girls who

will elect each of the available alternatives. Merely establishing a policy does not automatically create a program. For example, girls who choose to remain in their regular school will often need supportive health and social services not now available. The same is true of girls who elect to receive homebound instruction.

Among the questions, which should be raised as a result of the policy adopted by the School Board are the following: (a) What impact will the new policy have with regard to the need for special centers? (b) What will be the effect of the board policy on the nature of the curriculum in the Lady Pitts Center (or other special centers), e.g., to what extent should the curriculum of a special center for school age mothers include courses designed to provide students with marketable skills as well as the traditional academic courses required for high school graduation; (c) What will be the effect of the new policy on the nature of the supporting health and social services provided for those school-age mothers who elect to receive home instruction and those who elect to remain in their regular schools? For example, to what extent will the Department of Public Welfare, the Health Department, or some other agency provide health and social services to girls who elect to receive home instruction and girls who elect to remain in their regular school?

4. We recommend that systematic data collection procedures be continued as an integral part of the educational program for school-age mothers.

   Since school-age mothers are able to elect from among at least three alternatives for continuing their education, it is especially important that data needed to evaluate each alternative be identified and compiled centrally on a regular, semester-by-semester basis. Maintenance of a systematic data gathering procedure will greatly facilitate the evaluations of each program alternative as well as providing information which will facilitate staffing arrangements and other provisions necessary to insure the efficient and effective operation of each program alternative. Program changes and improvements may then be based, in part, on the assessment of "hard" data.

5. We recommend that, while the primary focus of the program should be upon the continuing education of the school-age mother, the importance of supportive health and social services should continue to be recognized and emphasized in each of the program alternatives.

One of the great strengths of the Lady Pitts Center is the coordination of the work of educational, social and health services personnel to provide a balanced program of services to students. We urge continued cooperation with the Milwaukee Health Department and Milwaukee County Department of Public Welfare and other community agencies and groups to improve and expand the supportive health and social services available to all school-age mothers in Milwaukee. We urge that girls who elect to receive homebound instrctuion or to remain in the regular school program receive supportive health and social services just as do those who elect to attend a special center.

Supportive health and social services are particularly important following birth of the baby. During this period the girl must come to grips with the conflicting demands of motherhood and school attendance. On the one hand, she is admonished to be a "good mother." On the other hand, she is encouraged to leave her child in the care of someone else while she attends school. Supportive health and social services can be instrumental in assisting the school-age mother in adjusting to the conflicting demands of hew new role.

6. We recommend that one or more special centers be established at reasonably convenient locations to serve pregnant students who elect this alternative.

The building in which the Lady Pitts Center is currently housed is far from a satisfactory educational facility. The space is not adequate to house the program, lighting is poor, ventilation is poor, and partitions are inadequate to provide noise control and privacy. The building is poorly located in terms of accessibility. Adequate, up-to-date supplies, materials, and instructional equipment also are a necessity. The Lady Pitts Center is equipped with "hand me down" equipment and outdated reference books. The furniture and instructional materials provided in special centers for school-age mothers should be at least equivalent in quality to those provided in other schools.

Potential locations should be evaluated according to the following criteria:

A. Accessibility
   The facilities should be accessible to a substantial percentage of the target population.

B. Proximity to public transportation
The school district should give consideration to the support of transportation for the program students.

C. Proximity to medical services

D. Proximity to social service agencies.

E. Facilities should be adequate to accommodate at least 100 girls, including the special aspects of this program. The program has growth potential and will undoubtedly experience a higher rate of use. The facilities should therefore have some potential for expansion.

7. We recommend that the educational program provided in a special center for school-age mothers be somewhat broader in scope than the program presently offered at the Lady Pitts Center.

Sufficient academic courses should be available in a special center to enable students to continue most of their regular high school courses. In addition, the range of vocational courses should include basic skill courses such as typing, bookkeeping and homemaking. Some emphasis should be placed upon providing courses which will enable students to develop marketable skills as well as providing the courses students use to meet high school graduation requirements.

8. We recommend that an infant day care center be established in conjunction with the program offered by a special center.

Preparation for care of the infant is an essential component of an educational program for school-age mothers. Establishment of an infant day care center in conjunction with such a program would provide opportunities for expectant mothers to gain firsthand experience with infants. It also would provide a place where girls could leave their babies while they attend classes during the period of time between the birth of the child and the time they return to their regular school. Consideration also should be given to permitting girls who cannot make other satisfactory arrangements for care of their babies to leave them at the day care center while they attend their regular school. This would help overcome the tendency for girls to drop out of school when they are unable to arrange for the proper care of their infants.

9. We recommend that the program for school-age mothers in a special center (or centers) be directed by a person who has demonstrated exceptional leadership qualities and a commitment to the success of such a program.

   There can be little doubt that much of the success of the Lady Pitts Center is directly attributable to the strong and determined leadership provided by the program director, Mrs. Lucinda Gordon. Leadership of the type provided by Mrs. Gordon will go far toward insuring the success of a program. It must be recognized that an individual who can successfully administer a special center for school-age mothers must possess an unusual array of talents. In the event a person qualified to supervise both the educational program and supportive services for school-age mothers cannot be identified, it would be advisable to appoint a principal who would be directly responsible for supervision of the educational program and a second who would be directly responsible for supervision of supportive services.

Goals, Objectives and Criteria

We were pleased to note that several objectives of the program have been modified in accordance with the recommendations made in our interim reports for 1971 and 1972. On the basis of the analyses conducted in conjunction with this evaluation, we offer the following additional comments and recommendations.

Goal I

The objectives of Goal I concerning high school graduation were modified to include graduation within a specific time span as recommended in an earlier report. The group consisting of twelfth grade girls exceeded the criterion; tenth and eleventh grade girls did not meet the criterion.

The objective which pertains to maintenance or improvement of grade point average after returning to regular school was met. This was achieved following a rather substantial reduction of the criterion. It is important to note the trend toward improved performance, however. The 1971 report indicated that only 31 percent improved their grade performance, 1972 - 47 percent and 1973 - indicated 50 percent. This is an encouraging trend and one which should continue to be monitored. Perhaps the increased and conflicting demands involved in the dual role of mother and student are responsible for the slow program response to this objective. We again recommend that the social workers responsible for follow-up work with these girls continue to identify the specific problems involved and to determine how they might be resolved.

Objective C, which pertains to vocational training, has not been met. Only six girls have been recommended for vocational training and the records show that none have as yet completed the vocational training for which they were recommended. Either this is an inappropriate objective, or it has received insufficient attention. We recommend that further study be given Objective C to determine whether or not it is appropriate. If this objective is continued, concerted attention should be directed toward identifying girls who should receive vocational training and steps should be taken to insure that they complete such training.

Goal II

We are pleased to report that all objectives under Goal II, involving the health of the student and her child, were accomplished. We believe the criterion established for each objective is reasonable and we note with approval the success of the program in meeting or exceeding the established criterion level.

Goal III

Goal III deals with knowledge and use of social services. Objective A, performance on a test of knowledge of social services was met. Objectives B and C both were met and nearly all of the participants continue to achieve at a high level on these two objectives. Objective D, participation in counseling, was met for individual, group, and family counseling. This reflects an improved performance over the previous evaluation.

Goal IV

Goal IV has been changed in keeping with the recommendations contained in previous reports. This goal relates to dissemination of information concerning the project. We found impressive evidence of successful dissemination on the local, state, and national levels and consider this goal to have been achieved. The program of the Lady Pitts Center has received excellent press coverage and can serve appropriately as a model for future development of special centers for school-age mothers in Milwaukee. The dissemination program has contributed significantly to the broad base of support enjoyed from the mass media,

and from community and state agencies. The graduates of the program will in the long run, provide the community with the understanding that the program serves its stated purpose.